DOCUMENT RESUME

ED 033 063 SP 003 090

Experimental Pilot Program in Teacher Education. A Proposal.
City Univ. of New York, N.Y. City Coll., School of Education.
Pub Date Dec 68
Note-17p.
EDRS Price MF-$0.25 HC-$0.95
Descriptors-*Field Experience Programs, Negro Teachers, Puerto Ricans, Seminars, *Teacher Education, *Urban Teaching

The problems of relevance and integration of professional and liberal arts studies in inner-city teacher education were the bases of a 1969 pilot project which replaced formal education courses with field experiences and weekly seminars (emphasizing behavioral objectives) and which altered admission and course requirements so that 50 percent of the trainees were Black or Puerto Rican. Field experiences and seminars in the first year were designed to introduce the teacher candidates to inner-city teaching; and they will observe classes, select six pupils with whom they will work closely for the next three years, and serve as teacher aides or tutors. The second year's experiences and seminars were designed to familiarize the teacher candidates with the inner-city community; they will meet the families of their six pupils, have contact with government agencies, and participate in meetings dealing with local educational problems. Third-year students are to be introduced to teaching; they will experiment with diagnostic materials, participate in microteaching, develop a creative exercise with their six pupils, and serve as teaching assistants. Fourth-year activities, designed to provide greater understanding of the teaching process, are to include student teaching, field trips, projects, and seminars. (SP)

EDO 33063

SCHOOL OF EDUCATION
THE CITY COLLEGE, THE CITY UNIVERSITY OF NEW YORK
NEW YORK, NEW YORK 10031

EXPERIMENTAL PILOT PROGRAM IN TEACHER EDUCATION

A PROPOSAL

JAMES J. SHIELDS, JR.
PLANNING DIRECTOR

December
1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SP003090

Contents

INTRODUCTION

HISTORICAL BACKGROUND

THE PROGRAM

Objectives

Innovative Features

COURSE REQUIREMENTS

The Core Requirements

The Specialization Requirements

The Free Electives

The Professional Education Program

Preparatory and Remedial Courses

Selection of Participants

Administration and Staffing

Cooperating Agencies and Programs

Evaluation

APPENDIX

Urban Education: A Selected Bibliography

Staff Profiles

INTRODUCTION

Teacher education has never been a strong nor a sure link on the academic ladder. Saddled from its earliest days with an overemphasis on teaching as a craft and virtually isolated from the mainstream of American collegiate and university education, it has been only within the last few decades that it has been accorded the status of higher education at all.

This new status derives mainly from the vigorous post-war efforts to bring about a closer integration of professional and liberal studies and from the increasing interest of professional educators in the theoretical constructs and research methodologies of the social and the physical sciences.

The hope of those who are encouraging these trends, particularly the latter one, is that educational studies will become more analytical and scientific. To date, neither trend has significantly affected undergraduate teacher education programs. The meaningful union of professional and liberal studies is still more a matter for college catalogues than for college classrooms and, for the most part, educational studies continue to be dominated by descriptive and impressionistic material.

A concommitant and somewhat related trend is the largely unsuccessful effort to integrate education courses themselves. More and more educators are talking about integrating courses in social and philosophical foundations of education with courses in educational psychology and courses in teaching methods with educational psychology. Emerging from these discussions is the belief that psychology is the pivotal field and that early, continuous, and intensive provisions for field experiences are absolutely necessary if a significant integration of educational theory and teaching practice is to be achieved.

The coming of age for professional teacher education involves more than the resolution of questions related to institutional and curricular integration; it requires as well an updating of program focus. The focus in most teacher education programs is upon the "normally functioning" pupil who on the average "succeeds" in a "normally functioning" school. Concerned community leaders and "young turks" in education departments are in reaction against this tendency of education courses to concentrate on "normal" white middle class Americans.

Today education students want to know how to educate the poor, particularly the blacks, for whom the American dream has become a nightmare. Most of these students are well aware of urban educational problems. They know that pupils in Harlem and Bedford-Stuvyesant decline in relative performance the longer they are in school; they know that each year the percentage of white children in private and parochial schools increases; and they know that out of more than half a million

students in the school system only 700 black and Puerto Rican pupils earned academic diplomas last year. What these potential educators want to learn is how they as teachers can correct these problems. In effect, what these student-critics are saying is that unless education courses become instruments for combating urban blight, they are irrelevant.

The importance of this demand is easily dramatized by a consideration of population patterns in the United States. Between 1950 and 1960 the twelve largest cities lost over two million white citizens and gained in their place nearly two million black citizens. And the projection based upon anticipated birth rates and migration into the cities suggests that by 1970 one out of every two pupils in large urban schools will fall into the category of culturally disadvantaged.

These statistics are often cited to support the demand that the opportunities for blacks and Puerto Ricans to enter the teaching profession be expanded. The predominantly white northeastern state and municipal colleges have not opened their doors to large numbers of black and Puerto Rican students. The State University of New York and the City University have been particularly remiss in this regard. For instance, last year the City College of the City University of New York, located in West Harlem, admitted a freshmen class which was approximately 90 per cent white. And in the spring of 1968 only 8 per cent of the 87,500 students in the nine senior units of City University were black and Puerto Rican.(1)

By and large the southern states have been more attentive to the need to prepare black teachers than have northern states. Thus northern urban centers are caught short of trained black and Puerto Rican educators at a time when they are clearly needed in large numbers. Last year only 4 of New York City's 865 principals were black; school authorities blamed this situation on the lack of trained and qualified blacks.

The twin problems of integration and relevance briefly described here establish important parameters for any effort toward innovative teacher education. First, on the institutionwide-level there is the need to integrate professional and liberal studies. A widely discussed aim of integration on this level is to incorporate professional education into the mainstream of modern social and physical science. Second, within teacher education programs themselves, there is the need to achieve greater integration among methods, content, and so-called foundations courses. Currently, these courses tend to be fragmented and unrelated.

Third there is the need to integrate educational theory with teaching practice. The full resolution of this problem requires that

(1) "City University May Start 2 Special Schools To Serve Harlem," The New York Times, April 21, 1968, p. 33.

field laboratory experiences be moved to the very center of teacher education programs. For this to occur, field and laboratory experiences must be provided early and continuously, and instructors in all courses must play an active role in the field or the laboratory with their students.

Finally, there is the need to expand the opportunities for more black and Puerto Rican students in public urban teacher education institutions. In many instances this will mean redefining admission requirements and moving compensatory education programs onto the undergraduate level. Obviously, this will mean that those teaching in colleges and universities will be confronted with many problems now faced only by those teaching on the elementary and secondary level. But perhaps this is just the kind of experience professors of education need if they are to build truly relevant teacher education programs.

HISTORICAL BACKGROUND

The problems of integration and relevance in teacher education have perplexed the faculty of the City College School of Education for some time. In 1966 the concern about these problems was the basis whereby the School of Education was able to secure a generous grant from the Ford Foundation to organize a conference to examine these problems in light of new developments in urban education. The conference which was held at Tarrytown House, Tarrytown, New York on December 3 and 4, 1966 was organized around the theme "The City College School of Education and the Urban Community."

Participants included almost the entire faculty of the School of Education, representatives from the College of Liberal Arts and Science, administrators and teachers from the New York City Public Schools including those affiliated with the College, representatives from parent groups in the affiliated schools, and community leaders.

Most of the work of the conference took place in fifteen work groups composed entirely of conference participants. These groups met before, during, and after the conference, and each group prepared a written set of recommendations for study and action by the faculty of the School of Education. In the introduction to the conference report Gerald Leinwand, the conference coordinator, wrote that the recommendations constituted"...a call for the School of Education, particularly in its relation to the urban schools and children, to dare to change the social order through education." (2)

---

(2) Conference Journal The City College School of Education and the Urban Community, N.Y., The School of Education, 1961, Introduction.

Three of the conference work groups focused on the topic Preparing Teachers for Schools of the Inner City. Although these groups met independently, the recommendations that emerged from their meetings were quite similar. The basic recommendations for the undergraduate teacher education curriculum were:

(1) GENEROUS PROVISION FOR FIELD WORK Each teacher should have a direct personal experience with the real world at every step of his training.

a. These experiences should begin early and should become an integral part of the liberal arts and professional course sequences.

b. These experiences should provide for direct and personal contact with individual children in school and community settings through an organized child study program. Possibly each student could be responsible for one or more children from the beginning of the program.

c. These experiences should be organized so that each student is both participant and observer and so that supervision is provided throughout by college faculty drawn from the behavioral sciences and teacher education.

d. These experiences should be accompanied by a seminar in which the students would meet in groups of ten at least once weekly with the supervisory staff.

(2) EMPHASIS ON URBAN CULTURE There should be a heavy emphasis in the program on the behavioral sciences, and on courses that help teachers cope with problems related to contemporary urban culture.

a. Courses in anthropology and sociology should be included in the program.

b. Skill in conversational Spanish should be required of teachers working with Spanish-speaking children and their parents.

c. Courses should be provided that deal with English as a second language and with the various dialects of English encountered in inner city classrooms.

d. Methods of teaching reading and other aspects of oral and written expression to children who are handicapped in their language development should receive major emphasis in the program.(3)

(3) Ibid., pp. 74-80.

As a result of these recommendations, a number of college committees were created starting in the spring of 1967 to work out the details for an experimental pilot program based upon the ideas that grew out of the Conference. These committees modified some of the conference recommendations and added others. The work of the planning director in cooperation with other members of the staff was to take all of these recommendations and establish a truly innovative program that was both integrative and relevant.

THE PROGRAM

The Experimental Pilot Program in Teacher Education will be inaugurated at City College in the fall of 1969 with an entering freshman class of 100 students. The program which represents a bold and drastic departure from the existing programs at City College has been designed primarily for students who plan to become elementary or secondary school teachers in schools with large numbers of disadvantaged children and youth. Students will be admitted directly into the School of Education and will be awarded the B.S. in Education upon completion of the program.

Objectives

Teacher education needs a viable alternative to the existing pattern of training which locks students into a program of formal courses which move from either social, philosophical or historical foundations of education or educational psychology to methods of teaching, and finally on to teaching practice. By and large, the traditional structuring of teacher education programs and the content of education courses has not been flexible enough to adapt to the special needs of teachers who plan to teach in schools with large numbers of disadvantaged children and youth.

Also, teacher educators have been slow in their response to the need to recruit and train large numbers of black and Puerto Rican teachers for urban schools. Most teacher education programs in large northern urban centers are segregated and isolated from black and Puerto Rican communities.

The purpose of the Pilot Program is to experiment with new techniques for (1) restructuring teacher education programs and for revising the content of educational courses so that these programs can more effectively serve the needs of those planning to teach in urban schools; and for (2) expanding the opportunities for black and Puerto Rican youth to enter the teaching profession. Basically, the aim is to replace formal education courses with closely supervised field experiences accompanied by weekly seminars and to alter the College's admissions

practices for entering freshman so that more black and Puerto Ricans can enter the School of Education. Of necessity, this latter aim will require special recruitment efforts, additional funds for student aid, and a wide range of new preparatory courses as well as the modification of admission criteria.

Innovative Features

(1) Existing formal education courses are replaced by closely supervised field experiences accompanied by a two hour weekly seminar in which students will participate starting in the first semester of their freshman year and will participate in continuously during their first four years in the program.

(2) Each student structures his field experiences around six pupils he has selected from one of the cooperating schools in the program. Students observe and work with these pupils in school and community settings during their first three years in the program.

(3) Clinical professors selected on the basis of their experience in urban schools and community agencies supervise students in the field. One clinical professor is assigned for every twenty students.

(4) A clinical professor and a seminar professor selected from one of the four departments in the School of Education (Elementary, Secondary, School Services, and Social and Psychological Foundations) jointly conduct a weekly seminar to discuss student field experiences in the context of innovations in teaching and learning in the urban setting.

(5) All students in the program receive a general education similar to that taken by students enrolled in the College of Liberal Arts and Science. Approximately three-quarters of each student's program is devoted to courses offered by the College of Liberal Arts and Science.

(6) Students in consultation with an adviser freely select courses that they believe are important for their growth as individuals and as effective teachers in urban schools. The only limitations are those imposed by the College of Liberal Arts and Science which largely have to do with prerequisites for advanced courses and with credit requirements for academic majors.

(7) Policy for the program is developed by the program director in consultation with a committee composed of representatives of the School of Education, the College of Liberal Arts and Science, staff and community members of the local school districts cooperating with the program, the Directors of the College Discovery and Project SEEK programs, and students in the program. A major responsibility of this committee is to work with all departments in the College of Liberal Arts and Science in developing courses that are relevant to the needs of those who plan to live and teach in urban communities.

(8) Non-Spanish speaking students in the program are required to attain a facility for conversing and teaching in Spanish.

(9) Approximately, half the students in the program will be selected with the assistance of the College Discovery and Project SEEK programs and reside in federally designated poverty areas in New York City. Students from these areas do not have to meet the regular admission requirements of the College.

(10) Students who do not meet the regular admissions requirements of the College receive intensive remedial assistance in reading, mathematics, and speech. Also, they are assigned counselors and provided with tutors for their regular college courses when necessary. In addition, financial assistance is available for those who require it.

(11) An effort is made to place students in groups of ten in school systems and community projects in Puerto Rico, the rural South, Appalachia, and other large cities during holiday periods and intersession.

COURSE REQUIREMENTS

All students are required to take courses offered by the College of Liberal Arts and Science and the School of Education. The minimum requirements are as follows:

	Credits
1. Liberal Arts Courses	
a. The Core Requirement	42
b. The Specialization Requirement	24-40
c. Free Electives	10-26
2. Education Courses	
a. Field Work and Seminar	36
3. Preparatory and Remedial Courses	
Total:	128

Liberal Arts Courses

The Core Requirement

Proficiency in Written English - Each student will be required to demonstrate his ability to express himself clearly and effectively in written English. The procedures are these:

a. All entering freshmen will take an Achievement Examination in written English. Students failing to meet minimal standards in writing skills will be assigned to remedial classes. Others will be counseled, depending upon their performance, to take a course in English Composition or to continue with self-study.

b. A student's command of written English will be tested by a Qualifying Examination to be set and graded by members of the English Department. This examination must be taken not later than the lower junior semester and must be passed before the student is graduated. There will be no required course (s) in order to meet this requirement. However, the student is free to choose a course in English Composition, a remedial course or any other means to prepare himself to pass the Qualifying Examination.

c. Students who, in any course in the College, are found to be deficient in written English are to be referred to the Department of English for remedial work.

Proficiency in Spoken English - Each student will be required to demonstrate an acceptable pattern of spoken English.

a. All entering students will take an Achievement Examination in spoken English. Students whose pattern of oral communication is below acceptable standards will be assigned to remedial classes. Others will be counseled, depending upon their performance and career objectives, on the advisability of taking specific Speech courses.

b. Students who, in any course in the College, are found to be deficient in spoken English are to be referred to the Department of Speech for remedial work.

Physical Education - Two credits will be required. The student may elect to take these courses on a Pass or Fail basis.

Distribution Requirements - Each student will take courses from the divisions listed below as follows:

a. Courses amounting to a minimum of 12 credits to be taken from division "A". These courses are to be selected from at least three of the areas listed in this division.

b. Courses amounting to a minimum of 21 credits to be taken from division "B". These courses are to be selected from at least three of the areas listed in this division.

c. Courses amounting to a minimum of 9 credits to be taken from division "C". These courses are to be selected from at least two of the areas listed in this division.

Divisions

A	B	C
Astronomy	Art	Economics
Biology	Foreign languages	Political Science
Chemistry	History	Psychology
Geology	Literature English or Comparative	Sociology/Anthropology
Mathematics	Music	
Physics	Philosophy	
	Speech	

The Specialization Requirement

To meet the specialization requirement, a student's program must contain at least twenty-four credits of elective work (above the level of the Core Requirement courses) in a department or related departments or an interdepartmental area. Also a student's program must have the approval of a departmental or interdepartmental adviser.

The Free Electives

Since the number of credits required for graduation is 128 credits, the opportunity for free electives is considerable. In many cases, there will be at least a full year which the student may spend on courses of his own choosing.

The Professional Education Program

In addition to course work in liberal arts, students practice and study the art and science of teaching through field work and related seminars which start in the first semester of the freshman year and continue throughout the first four years a student is in the program. This approach provides students with an early, intimate, and continuing experience with urban communities, schools, and children.

All work in professional education is given through field work and related seminars. This eliminates all formal courses in education. Supervisory responsibility for the field work rests with clinical professors who have had recent and extensive experience in urban schools and community agencies. The clinical professor shares responsibility for the seminar with a seminar professor, preferably a faculty member with a background in the behavioral sciences as well as education. These professors jointly conduct a weekly two-hour seminar related to the field work for groups of approximately twenty students. In addition to a review and analysis of field experiences, the seminars are used for discussions of readings, lectures, panel discussions, reports, and guest speakers.

Along with the field work and the seminar, each student is required to do independent study and reading. Assignments will grow out of discussions the students will have in the seminars and at periodic conferences with the professor directly responsible for field supervision and the seminar professors.

The Field Work and Seminar in Urban Education

First Year. An introduction to children and youth in the school setting. Emphasis in the first part of the first semester on observation and analysis of curricular offerings, teaching patterns, staff, facilities and school services in the participating schools. In the second half of the first semester, students in consultation with the clinical professors and school staff and after an intensive survey of pupil records select six pupils from one class which they observe and work with throughout the next three years in the program.

The second semester will be devoted to additional class observations, service as a teacher aide, tutoring individual students, and work in after-school recreational programs. (8 credits: 4 credits per semester).

The basic purposes of the first year field work experience and accompanying seminar are:

(1) An orientation to the school setting.
(2) An introduction to the learning problems and the psychology of children and youth.
(3) The learning of roles and acquisition of the basic skills required to work effectively with individual children and small groups in formal and informal settings.

Second Year. An introduction to the urban community and the out-of-school educational forces that shape disadvantaged children and youth and their schools. Students will become acquainted with the families of the six pupils with whom they are working. Through the families students will establish contact with government agencies: housing, welfare, health, and recreation; religious institutions; and community action groups, especially those involved in educational reform. Students will complete community surveys, participate in the program of a community agency or organization on a regular basis, and attend parent and community meetings devoted to local educational problems. (8 credits: 4 credits per semester)

The basic purposes of the second year field work and accompanying seminar are:

(1) An orientation to the social, historical, political, cultural, and economic forces that constitute the out-of-school environment of disadvantaged youth and children. (4)

(2) An introduction to the learning process and the kinds of learnings acquired in non-school government agencies and community programs.

(3) The learning of skills in stimulating community self-help programs, particularly those related to educational reform.

(4) An exploration of new patterns of liaison between the school and the homes and communities of disadvantaged children and youth.

Third Year. An introduction to teaching through experimentation with diagnostic instruments and materials, the development and use of modern curricula, and the introduction of new forms of instruction in actual classroom situations. Video-taped micro-teaching will supplement school experiences as a teaching assistant. In addition to in-class experiences, students will engage the six pupils with whom they have been working in a creative exercise. The exercise could be the production of a movie, the presentation of a concert, or the writing of a book of short stories. Students will have the option in the second semester of becoming a teaching assistant in a suburban school, a private school, or a public school utilizing non-conventional teaching methods. (8 credits: 4 credits per semester)

The basic purposes of the third year field work and accompanying seminar are:

(1) An introduction to new and effective teaching techniques and curricula.
(2) An orientation to the curriculum of urban schools.
(3) An understanding of the multi-dimensional role of the teacher in and out of the classroom in promoting effective learning for disadvantaged children and youth.

Fourth Year. Supervised student teaching for five mornings a week for 30 weeks. Students will also be expected to spend time on supervised field trips to other schools, school systems, and special projects.

The purposes of student teaching and the accompanying seminar are:

(1) An examination of the theoretical content of the curriculum.

---

(4) The student would become acquainted with these forces through assigned readings as well as through field work. See bibliography in Appendix I, Urban Education: A Selected Bibliography for a sampling of books that might be read.

(2) An analysis of the learning behavior of urban children and youth.
(3) The development of appropriate instructional materials and methodology. (12 credits: 6 credits each semester.)

Preparatory and Remedial Courses

Approximately half the students in the program are admitted through Project SEEK. These students have been at City College and elsewhere for a year or more preparing for college work and are ready to move into a full college program. (5) However, many of these students are not entirely ready for a full college program. These latter students receive additional preparatory work under the direction of the Pilot Program. The preparatory courses are financed by Project SEEK and are staffed by the staff of the City College, Project SEEK program. All SEEK students, whether they require preparatory courses or not receive intensive counseling and the services of tutors to help them with their courses.

The SEEK program which was launched in 1966 as a result of a mandate of the State Legislature provides a chance for high school graduates from poverty neighborhood backgrounds to be educationally prepared, motivated and financially helped to get into the mainstream of college education at one of the senior colleges of the City University.

The education of disadvantaged students requires an active participation by the school in the lives of their students. The SEEK Program was founded and developed on this principle. The program provides the student with a protracted and individualized entrance process. First, an effort is made to determine as early as possible whether a student can reasonably expect to earn a baccalaureate degree at one of the colleges of the City University, or whether he should be advised and encouraged to pursue other goals elsewhere. The student who is judged qualified to pursue the baccalaureate degree has an opportunity during this early period to improve his scholarship to meet standards he could not meet at the time of his initial application. Teachers and counselors work very closely with each student on a personal and highly individualized basis. Placement examinations are administered to all students in English, reading skills, mathematics, speech and foreign languages. On the basis of the test results, the SEEK student may attend the same classes as regular degree candidates or be assigned to specially designed sections of courses when the academic department considers this advisable.

---

(5) Confer: Pre-Baccalaureatte Program Annual Report the City College, City University of New York, N.Y., The Program; 1968: Leonard Kriegel, "Teaching the 'pre-baccs' Headstart for College," Action, April 1968, pp. 4-5; and Leslie Berger, "The Pre-Baccalaurette Program at the College," City College Alumnus, December 1966, pp. 1-4.

The specially devised SEEK sections and courses integrate remedial work with college level work. To accomplish this dual remedial and academic aim, some of the classes meet for one or two hours more per week than regular courses covering the same material. Individual tutoring is available to students seeking to remedy past deficiencies as well as to more capable students who wish to progress more rapidly.

Until now there have been no formal links between Project SEEK and the School of Education and few Project SEEK students take courses in education. One of the purposes of the Pilot Program is to admit large numbers of Project SEEK students into the School of Education. This is achieved (1) by making it possible for approximately fifty more Project SEEK students to attend City College than could do so otherwise and (2) by admitting these Project SEEK students into the School of Education and into the professional education program very early in their collegiate careers at City College.

SELECTION PROCEDURES

Approximately fifty per cent of the students will be selected from applicants who have been accepted for admission to City College through the usual admission channels at City College and who indicate an interest in becoming participants in the Experimental Program in Teacher Education. For the most part, these students will be among the top 15 per cent of the graduates of the New York City public high schools, will be white, and economically will be lower middle class. Last year the average family income of the entering freshman class at City College was found to be between $8,000 and $10,000. In the selection process, special attention will be given to experience in working with children and involvement in community affairs and favorable recommendations by teachers and guidance counselors.

The remaining fifty percent of the participants will be selected from a pool of students recommended by the directors of the College Discovery program and Project SEEK. The directors of these programs, Dr. Larry Brody and Dr. Leslie Berger, feel that there will be no difficulty in identifying approximately fifty students who are interested and who also have given evidence of potential success. For the most part, these students will be black and Puerto Rican, will not have strong academic high school records and will live in an area designated by the federal government as a poverty area. The average family income of the 584 students invited to participate in the College Discovery high school program in 1965 was $18.46 per family member per week.(6)

---

(6) Samuel Malkin, "Intervention for Success," Teacher Education News and Notes (Division of Teacher Education, The City University of New York), October - November 1968, pp. 6-9, 16.

The College Discovery students will have received intensive educational support throughout high school to prepare them for college and the Project SEEK students will have spent one post-high school semester and in many instances two semesters attending preparatory and remedial courses and receiving special counseling to prepare them for college. Both College Discovery and Project SEEK will continue to provide financial assistance for these students after they have been admitted to the Pilot Program.

All students admitted to City College and all participants in The College Discovery and Project SEEK programs will receive a personal invitation to apply to the Pilot Program. Also all high school guidance counselors in New York City will receive material on the Pilot Program for distribution to high students who qualify for the Program.

ADMINISTRATION AND STAFFING

The major function of the Program Director is to formulate policy which he does with the consent of the Dean of the School of Education and in consultation with an Advisory Committee. The Committee is composed of representatives of The School of Education, the College of Liberal Arts and Science, the staff and the community of the cooperating local school district, District 6, the Directors of College Discovery and Project SEEK, and the students in the program.

There is one clinical professor and one seminar professor for every twenty students. The clinical professors have had recent and extensive experience in urban schools and community agencies and the seminar professors have a strong background in the behavorial sciences as well as education. Two half time teaching assistants work with the field and seminar staff and assist the Director in evaluating the program.

In addition to this staff, consultants from outside City College are involved in the in-service training of the staff, the identification of appropriate community agencies for student field work, and the development of the design for the program evaluation.

COOPERATING AGENCIES AND PROGRAMS

College Discovery

1. Preparatory and Remedial Courses, Counseling & Tutoring for Potential Participants
2. Recommendation of Participants
3. Financial Assistance for College Discovery Participants
4. Advisory Assistance in Program Planning.

Project SEEK

1. Preparatory and Remedial Courses, Counseling, and Tutoring for Potential Participants
2. Recommendation of Participants
3. Financial Assistance for SEEK Participants
4. Preparatory and Remedial Courses, Counseling, and Tutoring for SEEK Participants
5. Advisory Assistance in Program Planning
6. Financial Support for Administrative Costs Involved in Assisting SEEK Participants.

New York City Public School District 6

1. School Sites for Field Experiences of Participants
2. Placement Arrangement for Graduates of Program
3. Advisory Assistance in Program Planning

The City College - College of Arts and Science

1. Staffing of Courses in Liberal Arts for Program Participants
2. Advisory Assistance in Program Planning.

Each of these groups has been contacted and preliminary arrangements have been made for their participation in the Pilot Program. Representatives from each of these groups will begin meeting in March 1969 with the Planning Director to work out the specific details for the roles their groups will perform in the Program. This planning group will be the nucleus of the Advisory Committee which will advise the Program Director on policy matters.

EVALUATION

The Director has the responsibility for establishing the machinery for an on-going evaluation of the program. The evaluation which is conducted through the School of Education Office of Research deals with matters of program process and product. Students in the program will be compared with each other and with students in the conventional program offered by the School of Education in terms of their effectiveness as student teachers and as regular teachers in urban school systems. In addition, student performance at the College will be analyzed in terms of the qualifications students presented when they entered the College.

Equally as important as questions of educational product are questions related to educational process. The evaluation will deal with the processes through which the students in the program acquired various concepts and skills. The effectiveness of the instructional staff, the field experiences and the materials used will also be evaluated.

Effective approaches to teacher education tested in the Pilot Program will be incorporated into the regular education curriculum.